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ABSTRACT

This report describes youth apprenticeships, one of the types of school-to-work transition programs in place in North Carolina. Information is provided on the following: (1) what youth apprenticeships are; (2) connection with tech prep associate degree programs; (3) essential elements of youth apprenticeships; (4) legislative framework for federal youth apprenticeships; (5) a strategic plan; (6) goals for 1993-96 for North Carolina; (7) objectives and strategies; (8) evaluation methods; and (9) nine steps to establish a youth apprenticeship program. (KC)

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Youth Apprenticeships

What?

Why?

How?

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YOUTH APPRENTICESHIPS

What Youth Apprenticeships are About

An employer-school partnership that integrates academic instruction, structured vocational training and paid work-site experience. The program enables high school students to receive on-the-job training (technical as well as work attitudes, writing, speaking and reasoning abilities), classroom instruction, a high school diploma and an approved certificate of competency. The program leads to entry into a related postsecondary program and/or permanent employment.

Youth apprentices and the participating businesses are registered with the North Carolina Department of Labor.

Connection with Tech Prep Associate Degree Program

A component of a Tech Prep program may include "two years of secondary school preceding graduation and two years of higher education or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field."*

Essential Elements of Youth Apprenticeships

- Industry-driven system of employer training for about 800 different occupations
- Coordination and integration of school and work place learning
- Widely recognized credentials of both academic and occupational skill mastery taking from two to four years to complete
- Integration of academic and vocational and technical learning
- Paid work experience and guided worksite learning
- Registration of student and employer with the North Carolina Department of Public Instruction

*Carl D. Perkins Vocational and Applied Technology Act of 1990.

Framework for Federal Youth Apprenticeships*

1. Integration of school-based learning with work site learning.

2. Continuous academic instruction to attain proficiency in at least the core subjects of English, mathematics, geography, history, and science, consistent with state education standards and any voluntary national standards that include the competencies and credits needed to permit students to pursue the full range of postsecondary education options.

3. Occupational and technical instruction to attain:

   •Broad vocational experience, including experience in and understanding of all aspects of the industry -- i.e., planning, management, finance, principles of technology, community issues, labor issues, health, safety and environment, as well as technical and production skills;
   •Occupation-specific knowledge, skills, and abilities specified in broadly accepted (national where available) industry standards;
   •General workplace competencies, including the ability to manage resources, work productively with others, acquire and use information, understand and master systems, and work with technologies.

4, Establish standards of academic competency and assessments which appropriately measure interests and aptitudes necessary for success in specific careers;

5. A work-based learning component that includes:

   •A formal training agreement between the school, the student, the employer, unions where appropriate or other representatives of the workers, and, if applicable, parents, outlining respective roles aned responsibilities;
   •A formal worksite training plan;
   •Mentoring by employees; and
   •Paid work at progressively higher wage scales

6. Formal connections to:

   •Career guidance, exploration and counseling beginning no later than 9th grade to support and inform student choice; and
   •Remediation to assist students to achieve the educational standards required for entry into youth apprenticeship.

*Framework for Federal Youth Apprenticeship Legislation -- Developed in December 1992.

7. A range of support services students need for successful participation that include:

   • Additional career guidance and counseling to help youth apprentices prepare and plan for their future employment and education;
   • Remediation to help youth apprentices meet the educational, occupational, and workbased demands of participation in youth apprenticeship.

8. Establish outcomes that include:

   •Award of broadly-recognized certification of occupational skills based on national occupational skill standards where available. This certification is in addition to academic qualifications earned which at minimum include a high school diploma.
   •Skill development that enables continuation of learning beyond the 12th grade through structured articulation agreements with postsecondary education programs, registered apprenticeship programs, or other structured employer-sponsored training programs.

9. Active involvement of employers, school, students, parents, unions, and CBOs, where appropriate, in program design and implementation.

10. Assurance that state and federal laws relating to safety, health and well-being of workers apply to youth apprenticeship and that youth apprentices do not displace current workers.

11. Criteria for entry that are consistent with federal civil rights laws governing federally funded education programs and governing employers, and that are validated as essential to successful performance of the required work. (Perkins Act provisions governing access and non-discrimination for special populations in the full range of employment related programs would also apply.)

12. Systematic efforts to place graduates in permanent, full-time employment in the field for which they have been certified, or to assist them in pursuing future schooling or work preparation.

A Strategic Plan

Mission

To contribute to a larger mission of developing a comprehensive and coordinated workforce preparedness system for North Carolina.

Collaborators

- Commission on Workforce Preparedness
- North Carolina Department of Public Instruction, Vocational and Technical Education
- North Carolina Department of Labor
- North Carolina Department of Commerce
- Department of Community Colleges
- North Carolina Rural Economic Development Center
- Local schools and community colleges
- Business/industry
- U. S. Department of Labor

Goals for 1993-1996

1. Relate the apprenticeship program to the state's workforce preparedness system by working collaboratively with the Commission on Workforce Preparedness and other state agencies.

2. Target and promote the introduction and development of several "model" apprenticeship programs in small, medium, and large size businesses/industries throughout the state.

3. Increase the apprenticeship opportunities for high school students in occupations that relate to the changing demands of business and industry and that build on the economic base of North Carolina industries.

4. Strengthen the state-level capacity of the youth apprenticeship program.

5. Relate the high school apprenticeship program to local needs, resources, and economy of the state.

6. Develop a high school apprentice program that selects and trains apprentices without discrimination as to race, color, religion, handicapping condition, national orgin, or sex.

Objectives and Strategies

1. Improve the coordination of technical assistance by the State Department of Public Instruction for high school apprenticeships and establish a network to disseminate information to school districts, sponsors, and clients.

2. Double the number of businesses and industries involved in youth apprenticeship programs every year starting with a base of 31 currently.

3. Identify and publicize model apprenticeship programs in the state and document and evaluate their success.

4. Conduct workshops and information sessions with potential sponsors to explain costs, recordkeeping requirements, related instruction, and the role of sponsors, school systems, and the North Carolina Department of Labor in the youth apprenticeship program. Provide sponsors with potential mentors to develop similar programs in their locality.

5. Coordinate the various related instructional components of the high school apprenticeship program by seeking assistance from the program area advisory committees in agriculture, business education, health occupations, home economics, marketing, and trade and industrial.

6. Hold workshops for local school district personnel and business/industry that take them through the steps necessary to establish a registered apprenticeship program.

Evaluation

Select a subcommittee to meet yearly and to chart the development of high school apprenticeship programs and evaluate them from the perspective of sponsor, student, and school system satisfaction.

Steps in Establishing a Youth Apprenticeship Program

1. Contact the local NC Department of Labor apprenticeship representative.
2. Decide what type of high school apprenticeship model will work best in a local area.
3. Carefully review the local labor market to determine possible occupations for training.
4. Recruit participating employers.
5. Write program standards. (How the program will operate)
6. Secure appropriate resources.
7. Develop an articulation and postsecondary follow-up.
8. Register the program.
9. Operate the program and evaluate its success on an on-going basis.